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ABSTRACT

Intended for teachers, this bibliography lists 3 books and 16 journal articles about evaluating writing. The works cover such aspects as the effects of praise and blame on student writing, the evaluation of composition without using grades, an evaluation system that promotes writing, procedures for evaluating writing, holistic reading in the composition class, a way to get the most out of time spent marking compositions, nonjudgmental responses to student writing, self-provided and peer-provided feedback, oral evaluation, and a way to develop a criteria-based scale of evaluation. (EL)

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Evaluating Writing: An Annotated Bibliography

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Brimmer, Larry Dan. "The Effects of Praise and Blame on Writing." English Journal, Jan. 1982, pp. 58-60.

In this article Larry Brimmer cites his research on the effects of negative or positive comments on student writing. Findings indicate that "students with negative feedback did not feel good about their work." He recommends further research in this area of concern to determine what long range effects negative comments may have on students' attitudes about writing, about their work, and even about themselves.

Burnette, Paul E. "Staff Grading as an Alternative to Schizophrenia in Composition Class." English Journal, Nov. 1980, pp. 32-36.

Teacher as grader at the same time as teacher as helper is seen by Paul Burnette as an almost hypocritical situation in the composition classroom. In his article Burnette suggests that one way to overcome this duality of the English teacher's role in the classroom is to establish a staff grading procedure in which four teacher-graders evaluate two pieces of writing per student per grading period. The proposed system may be a helpful alternative

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to traditional grading procedures.

Calabrese, Marylyn E. "I Don't Grade Papers Anymore." English Journal, Jan. 1982, pp.28-31.

No grades on composition papers? Marylyn Calabrese gives excellent comments on evaluation of student composition without using grades. The article could help the teacher develop a new system of evaluating student progress in writing without using the intimidation of grades.

Calliou, Sharilyn. "An Evaluation System Which Promotes Student Writing." English Journal, March 1982, pp. 90-91.

Sharilyn Calliou shares her method of evaluating student writing. She developed the system by taking into account four major characteristics of good writing: surprise, truth, detail, and depth. The system involves rewarding students for each sentence written and puts emphasis on the things done correctly. Since Calliou teaches seventh and eighth grade, middle school teachers may find this article most helpful.

Cooper, Charles R., and Lee Odell, eds. Evaluating Writing: Describing, Measuring, Judging. Urbana: NCTE, 1977.

This book is a compilation of contributions of several authors dealing with a variety of methods by which student writing can be measured. Charles Cooper's chapter dealing with holistic evaluation, primary trait scoring, individ-

ualized goal setting, self-evaluation, and peer evaluation is particularly interesting.

----------. "Procedures for Evaluating Writing: Assumptions and Needed Research." College English. Sept. 1980, pp. 35-43.

Cooper and Odell describe and analyze the strengths and weaknesses of the following evaluative procedures: the ETS General Impression Procedure, the Diedrich Analytic Scale, Hirsch's Analysis of Relative Readability, and Lloyd-Jones Primary Trait Scoring. They suggest research that still needs to be done to arrive at sound evaluation procedures.

Earisman, Del. "Holistic Reading in the Composition Class." College Composition and Communication, Dec. 1982, pp. 450-452.

An excellent article in which Del Earisman tells of his students holistically scoring sample papers. Using this process has helped his students know what to expect in composition class and become familiar with elements of excellent papers which they can use to help them write one themselves. He says that many do before the end of the term.

Freedman, Sarah Warhauer. "Some Reasons for the Grades We Give Compositions." English Journal, Nov. 1982, pp. 86-89.

In this article Ms. Freedman enumerates studies done by the Educational Testing Service and herself. The studies

were an attempt to find out why evaluators give the grades and comments that they do and to use the results of the experiments to help students better understand what English teachers expect of them. The article is followed by a beneficial bibliography.

Hillock, George, Jr. "Getting the Most Out of Time Spent Marking Compositions." English Journal, Oct. 1982, pp. 80-83.

George Hillock's study of the effects of teacher comments on student writing found that comments are more meaningful when writing is preceded by planning activities to engage students. The article could help teachers analyze the effectiveness of certain comments on compositions.

Johnston, Brian. "Non-Judgmental Responses to Student Writing." English Journal, April 1982, pp. 50-53.

By borrowing some of the responsive techniques used by counselors, Brian Johnston suggests ways that teachers can be more non-judgmental in their evaluation of student writing and, as a result, can create greater motivation in students for improvement. Johnston explores such techniques as "Questioning to Encourage Self-assessment," the "I message," and "Emphatic Responses."

Lamberg, Walter. "Self-provided and Peer-provided Feedback." College Composition and Communication, Feb. 1980, pp. 63-69.

Walter Lamberg suggests using not only teacher feed-

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back but also peer and self-provided feedback in the composition classroom. He provides information on how such practices may be employed. Lamberg also gives checklists which will help to guide the student in reading, measuring, and revising his own paper and to guide in peer evaluation.

Lynch, Denise. "Easing the Process: A Strategy for Evaluating Compositions." College Composition and Communication, Oct. 1982, pp. 310-314.

Denise Lynch has devised a method of evaluating compositions which helps to keep her from discouraging or alienating her students. Her "Evaluative Strategy" involves self-evaluation-- pre-writing/rough draft, peer evaluation; instructors focused comments--first draft; instructor's evaluation--revised essay; and follow-through-- graded essay. By using this method she assigns fewer essays, and students develop confidence.

Moffett, James. A Student Centered Language Arts Curriculum Grades K-13: A Handbook for Teachers. Boston: Houghton Mifflin Co., 1978.

In this book Moffett presents a variety of language activities in which students and teachers can participate from kindergarten into college. All aspects of language are seen by Moffett as interrelated and dependent upon the other for a students learning of this discipline. He

sees his book not as the answer to all problems in language but rather as "a chart for further exploration and a kind of rallying call."

O'Brien, Michael. "Oral Evaluation: An Effective Vehicle." English Journal, Jan. 1982, p. 43.

If grading compositions has gotten the teacher down, perhaps this article on oral evaluation will help. Michael O'Brien orally evaluates most of his students' writing and finds that it is an effective tool for helping his students understand their mistakes and write better.

Prater, Doris, and William Padia. "Developing Parallel Holistic and Analytic Scoring Guides for Assessing Elementary Writing Samples." Journal of Research and Development in Education, Fall 1983, pp. 20-24.

The article explains how scoring guides were developed by the Department of Education for California school districts. Both holistic and analytic guides were developed so that a two step process could be used if desired. Each of these guides is reprinted in the article and might be helpful for use by the individual teacher as well as an entire school district.

Raymond, James C. "What We Don't Know About the Evaluation of Writing." College Composition and Communication, Dec. 1982, pp. 399-403.

According to James Raymond, the quest for creating a concise, objective guide for the evaluation of writing is almost an impossible task. He points out aspects of writing evaluation that are already known such as variability in reader response, training sessions for scorers, inter-rater reliability, primary-trait scoring and holistic evaluation. He concludes that while trying to make evaluation less indefinite objective procedures will never do the task.

Shaughnessy, Mina P. Errors and Expectations: A Guide for the Teacher of Basic Writing. New York: Oxford University Press, 1977.

Ms. Shaughnessy sees the basic writer as one who must learn by making mistakes. Her book deals with a variety of aspects in student writing including handwriting, punctuation, syntax, and common errors. She attempts to give examples of the extent of problems that students have in writing, to find reasons for the causes of these problems, and " to suggest ways in which a teacher might approach them."

Walter, Carolyn, Elizabeth Kahn, and Larry Johannessen. "Student Writing: If You Can Teach It, You Can Test It." Curriculum Review, Aug. 1983, pp. 11-16.

Another article which could help the classroom teacher

develop a criteria-based scale of evaluation. The scale for argumentative writing is based on work done by the 1980 National Assessment of Educational Progress. Suggested activities which the teacher might use are given to help writing students argue a point among themselves and write their defense to the class. The criteria based scale is used all along so that students have guidelines and know what to expect from teacher evaluation.

White, John O. "Students Learn by Doing Holistic Scoring." English Journal, Nov. 1982, pp. 50-51.

In this practical article John White gives a holistic scoring guide which the teacher might use in the classroom. Suggestions are made as to how the guide can be used by students to score each others' papers and, as a result, to better understand what is expected of them in an essay. In this way they can work to make effective changes in their own writing.